

## Tier 1 Trauma Informed Resources

As schools maintain their focus on academic achievement, they must also acknowledge that student mental health and wellness are connected to student success in the classroom. A trauma-informed school realizes the widespread impact of trauma and proactively integrates knowledge about trauma into policies, procedures and practices. The prevalence of trauma and confirmed connection between healthy social emotional development and academic success requires schools to focus on school-wide implementation of trauma-informed approaches (SAMHSA, 2014). The promotion of Tier 1 trauma-informed supports foster positive social, emotional and behavioral skills of all students. Trauma-informed supports for students allow the brain and body to repair and heal, lessening those negative emotional, mental, and psychological health outcomes removing academic barriers. Trauma-informed supports not only benefit students who are struggling; they help all students build confidence, resilience, and a healthy well-being. The following brief provides tier 1 trauma-informed supports for implementation.

<u>Strategy</u>	<u>Why Do It?</u>	<u>Best Practices</u>	<u>Resources</u>
<b>Relationship Building</b> <i>A healthy student-teacher relationship is key in building a trauma-informed school.</i>	Students need strong, healthy, trusting, positive relationships to thrive. Trauma affected students find it difficult to form healthy, trusting relationships. Building relational trust is a priority that provides security and safety thus allowing for academic achievement. Ensuring intentional touchpoints can increase student motivation, peer relationships and encourage self-efficacy (Regional Education Laboratory, 2018)	<ol style="list-style-type: none"> <li><b>1. Team building games-</b> Games are a fun way to get to know your students. The bonding and socialization is a foundation for relationship building with students and peer-to-peer interactions.</li> <li><b>2. Relationship Mapping-</b> Allows staff to identify students who do not have connections with a trusted adult. This ensures every student is paired with a supportive adult in the building.</li> <li><b>3. Behavior Specific Praise (BSP) -</b> A strategy that can be used to provide clear feedback to students. This form of reinforcement helps build relational trust.</li> </ol>	<a href="#">-Restorative Relationship Building Games</a>  <a href="#">-Relationship Mapping Guide</a>  <a href="#">-Behavior Specific Praise Guide</a>  <a href="#">-Trauma-Informed Strategies for Relationship Building</a>  <a href="#">-Beginning of the Year Relationship Building</a>
	When students' basic needs,	<b>1. Develop school-wide</b>	<a href="#">-Developing</a>

<p><b>Create a Safe Environment</b>  <i>An environment that emphasizes predictability, structure and a sense of belonging.</i></p>	<p>such as their sense of safety, are met, they are more likely to reach outside their comfort zone to take academic risks. Teachers who promote a culture of classroom community have explicit procedures, expectations and consequences, which foster respect and responsibility. Building a community within the classroom sets the tone and encourages students to be active members of their own learning.</p>	<p><b>expectations</b> - Implementing clear, predictable expectations supports positive behaviors. Classroom and school-wide expectations should mirror one another. Aligning expectations supports consistency from adults and students.</p> <p><b>2. Community Building</b> - Nurturing a positive community in the classroom is an ongoing process with significant benefits for students.</p> <p><b>3. Physical Environment</b> - The classroom space is arranged to reflect an environment that is warm and inviting. The physical environment affects both morale and student learning.</p>	<p><a href="#">Rules</a></p> <p><a href="#">-Sample Expectations</a></p> <p><a href="#">-Virtual Community Building</a></p> <p><a href="#">-Creating a Calm Space</a></p> <p><a href="#">-Physical Environment of Classrooms</a></p>
<p><b>Implement school-wide positive reinforcement systems</b>  <i>Positive reinforcement systems promote positive behaviors</i></p>	<p>Reward systems are consistently implemented school-wide to reward students and promote the behaviors we want to see continue. This type of behavior management system focuses on rewarding positive behavior and accomplishments. Reinforcements should be consistent and frequent. Being sensitive to individual student needs will ensure student interest.</p>	<p><b>1. Behavior Specific Praise</b> - Effective behavior specific praise helps inform students of what successful classroom behaviors are while providing positive attention to the students demonstrating desirable classroom behaviors.</p> <p><b>2. Token Economy</b> - Token economies are used as a method of strengthening a behavior or increasing the frequency of a desired behavior.</p> <p><b>3. Non-Contingent Attention</b> - Providing sufficient non-contingent attention can meet a student's need for attention, decreasing undesirable behavior.</p>	<p><a href="#">-Positive Reinforcement Systems</a></p> <p><a href="#">-Behavior Specific Praise</a></p> <p><a href="#">-Using Token Economy Systems</a></p> <p><a href="#">-Non-Contingent Attention</a></p>
<p><b>Reduce Exclusionary Discipline Practices</b>  <i>The use of exclusionary discipline</i></p>	<p>Exclusionary discipline removes a student from their education setting. Disparities in the use of exclusionary discipline can lead to a school-to-prison pipeline for our most vulnerable</p>	<p><b>1. Implement Alternatives to Suspension</b> - Disciplinary exclusions are largely ineffective because they do not teach a replacement behavior or reinforce the expected behavior. Alternatives should move away from punishment and meet the</p>	<p><a href="#">-Alternatives to Suspension</a></p> <p><a href="#">-Restorative Practices</a></p> <p><a href="#">-Anti-bias/Equity</a></p>

<p><i>practices are not conducive to learning and do not provide a replacement for inappropriate behavior.</i></p>	<p>students. The use of policies that exclude exclusionary discipline practices can interrupt this pipeline and change the life path for many students.</p>	<p>behavioral needs of students.</p> <ol style="list-style-type: none"> <li><b>2. Anti-Bias/Equity Training -</b> Inclusive communities that have staff who are caring, unbiased, and equitable are least likely to utilize exclusionary discipline.</li> <li><b>3. Comprehensive School-based Mental Health Supports –</b> School-based mental health supports serve children in the school setting. Working cooperatively with school nurses, counselors and teachers and families ensures these supports become an integral part of the life of the school.</li> </ol>	<p><a href="#">-Teaching Tolerance</a></p> <p><a href="#">-Mental Health Supports</a></p> <p><a href="#">-Trauma Sensitive Policies and Procedures</a></p>
<p><b>Promote Social Emotional Learning (SEL) Opportunities</b>  <i>SEL aims to support students to better understand their thoughts, emotions and develop empathy for those around them.</i></p>	<p>Learned SEL skills help students make positive, responsible decisions, build healthy relationships and set goals. SEL has been attributed to increased academic achievement and better attendance. Learning soft skills required for life sets students up for success in life.</p>	<ol style="list-style-type: none"> <li><b>1. School-wide SEL -</b> Implementation of school-wide SEL allows the entire school community to build an environment, which promotes the use of SEL competencies.</li> <li><b>2. Promote SEL at Home -</b> SEL starts at home. Partnering with families and communities allows students to practice skills at home that have been learned in school.</li> </ol>	<p><a href="#">-Guide to Schoolwide SEL</a></p> <p><a href="#">-SEL at Home</a></p> <p><a href="#">-SEL Competencies Checklist</a></p>

## **References**

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